

## 2022-2023 3-4 year olds and Reception Year Rolling Programme

2 year cycle overview 6 week terms to allow for Child-Initiated learning		AUTUMN 1st	AUTUMN 2nd	SPRING 1st	SPRING 2nd	SUMMER 1st	SUMMER 2nd
Themes		Marvellous Me and My family	Terrific Tales and Celebrations	Our Wonderful World	Our Wonderful World	Let's Explore	Let's Explore
C O M M U N I C A T I O N  &  L A N G U A G E	N	Know many rhymes. Use a wider range of vocabulary. Can start a conversation with an adult or a friend.	Know many rhymes. Enjoy listening to longer stories. Use longer sentences of four to six words. Use a wider range of vocabulary. Can start a conversation with an adult or a friend.	Know many rhymes, be able to talk about familiar books. Can start a conversation with an adult or a friend and continue it for many turns.	Enjoy listening to longer stories and can remember much of what happens. Develop their communication (irregular tenses and plurals). Sing a large repertoire of songs.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand 'Why' questions. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand a question or instructions that has two parts. Use talk to organise themselves and their play.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understands 'Why' questions. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand a question of instruction that has two parts. Use talk to organise themselves and their play.
	R	Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books.	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives, Learn rhymes, poems and songs.	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Use talk to	Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with

					familiarity with new knowledge and vocabulary		help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition.	the text: some as exact repetition and some in their own words.
Literacy	Reading	N	Understand the five key concepts of print	Understand the five key concepts of print.	Understand the five key concepts of print	Develop their phonological awareness, so they can spot rhyme, syllables, and initial sounds in words Engage in extended conversations about stories, learning new vocabulary	Develop their phonological awareness, so they can spot rhyme, syllables, and initial sounds in words Engage in extended conversations about stories, learning new vocabulary	Develop their phonological awareness, so they can spot rhyme, syllables, and initial sounds in words Engage in extended conversations about stories, learning new vocabulary
		R	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes.	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.  Read a few common exception words matched to the school's phonic programmes	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.  Read a few common exception words matched to the school's phonic programmes

	Reading Spine	Fiction: The Mixed up Chameleon by Eric Carle  Non-fiction: Chameleon and Reptiles	Fiction (Traditional Tale): The Gingerbread Man by Miriam Lotimer  Non-fiction: Recipes	Fiction: Rosie's Walk by Pat Hutchins  Non-fiction: Life cycle	Fiction: Jaspers Beanstalk by Nick Butterworth Non-fiction: Instructions for planting	Fiction: The train ride by June Crebbin Non-fiction: Recount	Fiction: Sharing a shell by Julia Donaldson  Non-fiction: Post cards/leaflets/invitations	
	Terrific Ten	Once there were giants What makes me me Stick Man The smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big book of Families Pete the Cat Jonah and the Whale Acorn story (Twinkl)	Traditional Tales Cinderella Hansel and Gretel Hello Friend Mr favourite season What do you celebrate? Gruffalo's Child Fireworks sense poems Stickman (seasons) Jolly Christmas Postman Dear Santa The Christmas story/Nativity	Aghh Spider! The Tiger who came to Tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond Farmer Duck Dear Zoo	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One plastic Bag Tree, Seasons come and seasons go	The very Hungry Caterpillar The Snail and the Whale The Way Back Home The Naughty Bus Mr Grumpy's Outing Bob, The Man on the Moon Beegu Oi! Get off my Train Mrs Armitage on Wheels Emma Jane's Aeroplane Journey	Lighthouse Keeper's Lunch Under the Sea P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Amy Johnson – Little wings When I grow up (Tim Mincin)	
	Super Six  Rhymes /Poems	Playtime rhymes by Sally Gardner	Songs and rhymes about food	Monkey and me	Brown bear, brown bear what do you see	Hurt no Living Thing From Railway Carriage by Robert Louis Stevenson	A first poetry book by Pie Corbett	
	Phonics	N	Phase 1 General sound discrimination – environmental sounds. (Library book to start to go home)	Phase 1: General sound discrimination – instrumental sounds and voice sounds.	Phase 1 General sound discrimination – Rhythm and rhyme.	Phase 1 General sound discrimination – Rhythm and rhyme and alliteration.	Phase 1 Oral blending and segmenting of sounds. Introduction to Phase 2 sounds.	Phase 1 Oral blending and segmenting of sounds. Introduction to Phase 2 sounds.
		R	Entry Assessment  Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't'	Phoneme /c/ written as 'ck' Phoneme /e/ written as 'e'	Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' Language session	Phoneme /ar/ written as 'ar' Phoneme /or/ written as 'or'	Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2	

		<p>Phoneme /p/ written as 'p'  Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'  Phoneme /i/ written as 'i'  Phoneme /n/ written as 'n'  Phoneme /m/ written as 'm'  Phoneme /d/ written as 'd'  Language session</p> <p>Phoneme /g/ written as 'g'  Phoneme /o/ written as 'o'  Phoneme /c/ written as 'c'  Phoneme /k/ written as 'k'  Language session</p> <p>Unit 3 Assessment</p>	<p>Phoneme /u/ written as 'u'  Phoneme /r/ written as 'r'  Language session</p> <p>Phoneme /h/ written as 'h'  Phoneme /b/ written as 'b'  Phoneme /f/ written as 'f' and 'ff'  Phoneme /l/ written as 'l' and 'll'  Phoneme /s/ written as 'ss'  Language session</p> <p>End of Phase 2 Assessment</p>	<p>Phoneme /y/ written as 'y'  Phoneme /z/ written as 'z' and 'zz'  Phoneme /qu/ written as 'qu'  Language session</p> <p>Phoneme /ch/ written as 'ch'  Phoneme /sh/ written as 'sh'  Phoneme /th/ written as 'th'  Phoneme /ng/ written as 'ng'  Language session</p> <p>Phoneme /ai/ written as 'ai'  Phoneme /ee/ written as 'ee'  Phoneme /igh/ written as 'igh'  Phoneme /oa/ written as 'oa'  Phoneme /oo/ (long) written as 'oo'  Phoneme /oo/ (short) written as 'oo'  Language session</p>	<p>Phoneme /ur/ written as 'ur'  Phoneme /ow/ written as 'ow'  Phoneme /oi/ written as 'oi'  Language session</p> <p>Phoneme /ear/ written as 'ear'  Phoneme /air/ written as 'air'  Phoneme /ure/ written as 'ure'  Phoneme /ur/ written as 'er'  Language session</p> <p>End of Phase 3 Assessment</p>	<p>Adjacent consonants (ccvcc/ccvc/ccvcc)  Language session 3</p>	
Writing	N	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. Write some letters accurately.	Use some of their print and letter knowledge in their early writing. Write some letters accurately.

	R	Form lower letters correctly. Spell words by identifying the sounds and then writing the sounds with the letters.	Form lower letters correctly. Spell words by identifying the sounds and then writing the sounds with the letters. Re-read what they have written to check that it makes sense.	Form lower case letters correctly. Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known letter sound letter correspondences. Re-read what they have written to check that it makes sense.	Form lower-case and some Capital letters correctly. Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly. Spell words by identifying sounds and then writing the sound with letters. Write short sentences with words with known sound letter correspondence s using a capital letter and a full-stop. Re-read what they have written to check it makes sense.
Maths	N	<p>3-4yr Development Baseline (2 weeks)</p> <p><u>Colour</u> Recognise and name colours in a variety of contexts e.g. colours in nature. Say when objects are and are not the same colour.</p> <p><u>Match</u> Match objects which are the same.</p> <p><u>Sort</u> Know that collections can be sorted into sets based on attributes such as colour, size or shape.</p> <p><u>Sort</u> Understand what is the same about all the objects in one set and how they are different to the other sets. Understand that the same collection of objects can be sorted in different ways</p> <p><u>Time</u> Talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time.</p>	<p>Compare and order sets. Understand that when making comparisons a set can have more, the same or fewer than another set.</p> <p><u>Compare size, mass, capacity</u> Know objects can be compared and ordered according to their size.</p> <p>Use of language such as big and little, small and large to describe a range of objects.</p> <p>More specific language such as tall, long, short can also be introduced.</p> <p><u>Positional Language</u> Know and use position and direction language; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i></p> <p>Understand relative terms: <i>'in front of', 'behind', 'on top of'</i>. possible to explore</p> <p><u>Weight</u> Make direct comparisons holding items to estimate which feels the</p>	<p><u>Number 1</u> Identify representations of 1, 2, 3. Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. Match the number names to quantities and numerals. Touch count in different arrangements and recognise the final number is the quantity of the set. In a range of representations Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of 1 nose, 1 mouth, 1 body</p>	<p><u>Number 4</u> Count on and back to 4. Subitise sets of up to 4 objects to find out how many make their own collections of objects. Match the number to numerals and quantities. Know which sets have more and fewer items. Know that the final number they say names the set.</p> <p><u>Simple Patterns</u> Copy, continue and create their own patterns articulating the pattern.</p> <p><u>Length and height</u> Use language to describe length and height e.g. the tree is tall the pencil is short. Use more specific mathematical vocabulary in relation to Length - longer, shorter height – taller, shorter</p>	<p><u>Number 5</u> Subitise up to 5 items, counting forwards and backwards to 5 Represent up to 5 items on a five frame.</p> <p><u>1 more 1 less</u> Understand quantity of a group can be changed by adding more. Know first, then, now can structure mathematical sequences.</p> <p>Count, subitise and compare as they explore one more and one less.</p>	<p><u>Shapes</u> Notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/curved'.</p> <p><u>Capacity</u> Understanding full and half full, empty using the same container. empty. Understand this vocabulary using different materials such as water, sand, rice and loose parts Understand this vocabulary using different sized and shaped containers. to investigate, Comparing capacities pouring from one container to another to</p>

		Use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.	heaviest then use the balance scales to check. Use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. Know bigger items are not always heavier and large can be lighter.	1 being the first number, its position on a number line, ordinal numbers Numicon 1 Dice 1 Subitising 1 The numeral and formation of 1 Number 1 in the environment Representing 1 using marks, pictures and finger Matching numeral to quantity <u>Number 2</u> Objectives as above for 2. <u>Number 3</u> Objectives as for 2. Explore different representations of triangles.	Breadth – wider, narrower Finding objects that are longer/shorter than a given item.		find which holds more or less water.
	R L I N K S T O K S I O N U N I T P L A N S	EYFS Statutory Baseline (2 weeks) <u>Power Maths</u> <u>Number and place value Unit 1</u> Count up to 5 objects reliably. Understand that numbers can be shown in different representations Recognise the numerals 1,2,3,4,5. Match groups of objects to the correct numeral <u>Power Maths</u> <u>Comparing groups within 5 Unit 2</u> Identify if a group had more or fewer or equal. Compare groups of non-identical objects saying whether it has more/fewer or the same <u>Time</u> <u>Revisit</u> Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time.  They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow. Encourage the vocabulary of first, next, then and possibly last.  Children explore measuring time	<u>Number and Place Value Unit 3.</u> Build, describe and sort (sphere, cylinder, cone, cube and cuboid). Match 3D shapes to their 2D prints and name each of these regular 2D shapes. <u>Change within 5 Unit 4</u> Find one more and one less within 5 using cubes and a five frame. First, then and now stories for 1 more and 1 less. <u>Number bonds within 5 Unit 5</u> Use the language of holes and parts. Use number bonds to five to split holes into two parts. Use positional and directional language. <u>Positional Language Unit 6</u> Use positional and directional language to follow instructions.	<u>Numbers to 10 Unit 7</u> Count numbers up to 10 1;1 correspondence. Represent numbers up to 6-10 on a tens frame. Conut on using a tens frame, understanding that a full row is 5. Count 6-10 objects in a larger group. <u>Comparing numbers within 10 Unit 8</u> Use the words more and fewer to compare numbers up to 10. Find the difference between groups by counting on/back. <u>Addition to 10 Unit 9</u> Understand and use vocabulary of part and whole. Identify two parts and their combine whole. Add two parts to make a whole to 10. Use part/whole model to show 2 parts and the whole of various orientation. Understand that 2 parts can be the same size. Use altogether as the combined total of all the parts. Learning focus <u>Measure, length, weigh, height Unit 10</u> introduced to length, height and distance. They use the words longer,	<u>Measure Unit 10</u> Concept of weight. They may already have some previous understanding of the meaning of heavy and light objects. They will begin to compare two items and learn how balance scales show which item is lighter or heavier <u>Number bonds to 10 Unit 11</u> Use vocabulary of numbers bonds and addition. Identify pairs of numbers with a total of 10. Use ten fram and part whole model to represent bonds to 10. Understand the law of comutivity. <u>Subtraction Unit 12</u> Understand the structure of subtraction and find a missing part use appropriate vocabulary. Understand subtraction from 10. Begin to see the inverse of number bonds to 10. <u>Exploring pattern Unit 13</u> Recognise and describe AB and more complex patterns. Continue and extend patterns. Copy one pattern to another in a different form.	<u>Unit 13 Exploring Pattern week 2</u> focus on recognising, continuing and building more complex patterns. learn about ABB and AAB patterns specifically. to discover that patterns can be formed using various shapes, colours, sizes, actions and sounds. <u>Unit 14 Count forwards and backwards between 1-10</u> Use a number track to count on and back. Add and take away numbers using then and now. Explain how they know what number to start on, the number of jumps and identify the answer. <u>Unit 15 Numbers to 20</u> Count forwards and backwards to 20. Count an irregular set of objects up to 20. One more than and one less than 20. <u>Numerical Patterns Unit 16</u>	<u>Unit 17 Shape</u> Composing and decomposing shape Recognise common 2D shapes. Tessellate shapes and build a new shape. Link shape and number partitioning. <u>Unit 18 Measure</u> Volume and capacity Describe capacity of objects visually using everyday language and taught vocabulary. Solve problems involving capacity.

				shorter and taller to compare length. Focus on lining up objects to compare them and begin to explore non-standard units of measurement.		Use concrete manipulatives to double and halve numbers. Show why a number is odd or even. Identify numbers to 5. Explain even numbers can be shared into two equal groups and odd numbers cannot. Halve odd numbers to 10.	
Past and present	<p>Begin to make sense of their own life story and family history. (Me and my family)</p> <p>Name and describe people who are familiar to them. (History-Chronological Order)</p> <p>Timeline</p>	<p>Compare on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. (Guy Fawkes/Bonfire)</p>	<p>Visit to the Church</p> <p>Compare images of the past to the present day</p>		<p>Compare on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p>		
People, cultures and communities		<p>Continuing developing positive attitudes towards the differences between people. (Diwali)</p> <p>Understand that some places are special to members of their community. (Nativity)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Draw information from a simple maps.</p> <p>Christian Community Links</p> <p>Church and School links</p> <p>Recognise that people have different beliefs</p>		<p>Continuing developing positive attitudes towards the differences between people. (EID)</p> <p>Know that there are different countries in the world and talk about the differences they</p>		

				and celebrate special times in different ways.		have experienced or seem in photos Recognise some similarities and difference between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	
The natural world	<p>Talk about what they see using a wide vocabulary.</p> <p>Understand the effect of changing seasons on the natural world around them. Describe what they see and whilst outside. (Autumn) Explore the natural world. Talking about materials and changes they notice (cooking-soup) Understand the key features of a life cycle (harvest) vegetable, flower, fruit</p> <p>Explore how things work. Talking about materials and changes they notice (magnets)</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Understand the effect of changing seasons on the natural world around them. Describe what they see and whilst outside. (Autumn) Explore the natural world. Use all their senses in hands on exploration of natural materials Explore and talk about different forces they can feel (stretch,snap,bend) Explore collections of materials with similar and/or different properties</p> <p>Talking about materials and changes they notice freezing Shadows. (Diwali)</p> <p>Talking about materials and changes they notice. (baking)</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Understand the effect of changing seasons on the natural world around them. Describe what they see and whilst outside. Talking about materials and changes they notice (cooking) eggs freezing</p> <p>Understand the key features of a life cycle Life cycle of a chicken</p> <p>RSPB Bird Watch</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Talking about materials and changes they notice (cooking)</p> <p>Talking about materials and changes they notice (push and pull) Explore how things work</p> <p>Life cycle of an animal (butterfly The Hungry Caterpillar) (Come on Daisy Re-visit eggs)</p> <p>Plant seeds Beans</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Talking about materials and changes they notice (cooking)</p> <p>Understand the effect of changing seasons on the natural world around them. Describe what they see and whilst outside</p> <p>Understand the key features of a life cycle (observe growth) Sunflowers and edible flowers</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Talking about materials and changes they notice</p> <p>Talking about materials and changes they notice Shadows</p>	

	RE	<b>Good News</b> a) What is good news? What good news stories do we find in the Bible? (PPT) EXT: Why is the Bible a special book?	<b>Incarnation</b> a) Why do Christians perform nativity plays at Christmas?	<b>Christian Community</b> c) What does the creation story teach Christians about God?	<b>Resurrection (D. FS)</b> How was Easter Day different from Good Friday? Why are Christians happy on Easter day? (1:5)	<b>Forgiveness (D. FS)</b> Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes?	<b>Discipleship (D. FS)</b> Why did the first disciples change their lives when they met Jesus?	
	Gross Motor	Nursery Provision will be through continuous provision both outside and inside. There will be an additional smaller focus within each term to ensure adult directed input.						
		N	Singing and action games	Ball games	Focused Dance and Ball skills	Ball skills	May Day Dancing Prep for sports Day Introduction to Running Techniques'	Parachute and Team games
		R	Gymnastics Different ways of moving	Different ways of moving using equipment	Ball Skills	Ball skills	Mayday Dancing Preparation for Sports Day Introduction to Running Techniques'	Team Games
Fine Motor	Dough Disco and Funky Fingers							

EA	Handwriting	N	Exploring hand dominance through mark making.	Write some or all their name.	Write some or all their name.	Write some letters accurately.	Write some letters accurately.
		R	Form lower letters correctly.	Form lower letters correctly.	Form lower case letters correctly.	Form lower-case and some Capital letters correctly.	Form lower-case and capital letters correctly.
	Creating with materials	Portraits What is paint and what can paint do? Explore Colours and colour mixing Recognise colours Primary colours red, yellow, blue Know the word artist and what an artist does. • Painting Self-portraits using mirrors	Artist - Tayoi Kasuma - Pumpkins Explore colours and colour mixing Secondary colours – orange, green, violet Explore a variety of techniques and mediums Cross the mid line	Artist - Gustav Klimt- Tree of Life Collage Use their imagination as they consider what they can do with different materials	Henry Rosseau The Fantastic Jungles of Henri Rousseau Drawing animals – painting / drawing create closed shape with continuous lines and begin to use these shapes to represent objects filling it in e.g a sheep or elephant	Monet Explore Colours and colour mixing What other colour shades can we make? Make colours they want to use.	Collaborative Art Talk about pictures they have made sharing ideas, resources and skills Shadow puppets

	Being imaginative and expressive	Rhythm and Pulse	Thematic singing games	Pitch	Thematic Singing games	Instrumental Activities	Thematic Singing games
	Songs (Fabulous five) Charranga music scheme	Pat a cake 1,2,3,4,5 once I caught a fish alive This old man Five little ducks Name song	I'm a little teapot The Grand old duke of York Ring O' Roses Hickory Dickory Dock Not too difficult The ABC Song	Wind the bobbin up Rock-a bye baby Five little monkeys jumping on the bed Twinkle Twinkle If you are happy and you know it. Head, shoulders, knees and toes.	Old Macdonald Incy wincy spider Baa baa black sheep Row, row, row your boat The wheels on the bus The Hokey Cokey	Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
	Drama Role Play Domestic	Home Moving In	Home Bonfire Night Diwali Christmas	Home Chinese New Year Valentine's Day	Home Special celebrations for special people New Pet	Home Special Celebrations for special people	Home Moving Out
	Role Play Fantasy	Children's own choice					
	Visitors in	Visit from a family member (younger and older) Visits from staff members	Santa visit	Show and Tell (ongoing from Spring 1) New Life Church visitors Story Tellers	Story Tellers Vicar		
	Visits out	Autumn Walk Harvest (Church Visit) Talent Show	Autumn Walk Church	Spring walk Church visit Farm visit	Spring walk Reaseheath Zoo	Summer walk Trip on a train May Day Community Celebration	Summer walk Beach day Airport Trip Circus Day

	Days to be involved in	13 <sup>th</sup> Sept Roald Dahl story Day 15 <sup>th</sup> Sep International Dot Day ( a celebration of Creativity, courage and collaboration 22 <sup>nd</sup> Sept National fitness day.  23 <sup>rd</sup> Sept Harvest  4 <sup>th</sup> Oct Grandparents Day October  24 <sup>th</sup> Oct Diwali	Nov 5th Bonfire Night Nov 10th world Science day Nov 11th Remembrance day. World Kindness Day Nov 14-18th Nursery Rhyme week 18th Nov Children in Need Nov 29th Hanukkah Dec Christingle	22 <sup>nd</sup> Jan Lunar New Year 30 <sup>th</sup> Jan story telling week 6-12th Feb Children's mental Health Week Feb 14th safer internet day Feb 14th Valentine's day R Random acts of kindness week 21 <sup>st</sup> Shrove Tuesday 22 <sup>nd</sup> Ash Wednesday	Whole school invite write March 2 Lent begins 11 <sup>th</sup> -20 <sup>th</sup> March Science Week 18 <sup>th</sup> March Holi 19 <sup>th</sup> March Mother's Day 22 <sup>nd</sup> March world water day 22nd March Ramadan 9 <sup>th</sup> April Easter	May Day celebration 22 <sup>nd</sup> April Earth Day 22 <sup>nd</sup> April Eid-al-Fitr 29 <sup>th</sup> April International dance Day 8 <sup>th</sup> June World Ocean day 18th June Fathers' Day	Graduation
	First hand experiences		Stories by the fireside Christmas Production Elf school and workshop	Pancake making Easter bonnet parade Easter egg hunt	Planting seeds	Post a letter Food tasting Finding treasure	Train Ride